

as of 28 June 05

## Section 1 The IMIC

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***The goal of Instructional Media Integration Centre is to support educators in the development of on-line courses.***

At SUU an on-line center, called the Instructional Media Integration Centre [IMIC] has been created to support educators in the development of on-line courses. This new center includes administrative system elements, guidelines and standards in the development of on-line courses and projects. Although each course is developed independently, they should ultimately coordinate, integrate and standardize with the existing and future on-line education system at SUU. The understanding of system elements, requirements and limitations should be the initial step in on-line course development.

The IMIC has the responsibility of assisting faculty in on-line course development. This includes:

1. Providing guidelines and SUU on-line requirements
2. Consulting services
3. Creating on-line training, printable guides and support resources
4. Providing asynchronous/synchronous applications and services for faculty to use in classroom/conference presentations
5. Assisting with WebCT and content generating applications to ensure a high quality products
6. Providing “front-line” technical support and assistance to faculty and students using Learning Management Systems [LMS](i.e. WebCT)

The 6 ultimate goals of the IMIC are to:

1. Increase accessibility and flexibility of courses and programs through on-line services.
2. Improve course content as part of the conversion process from traditional to on-line delivery.
3. Define an on-line course format and consult departments in developing a capability to transfer the traditional course to an on-line format with the intent to help others in similar efforts.
4. Publicize course availability through the on-line SCPS course search catalog.
5. Administer and set the guidelines and protocols for all SUU WebCT courses.
6. Evaluate on-line course effectiveness and student satisfaction via the IMIC evaluation system.

Providing a means for departmental faculty to stay current with technology will be an integral part of how we learn, teach, communicate and conduct business in the foreseeable future.

## Section 2- Recommended Components of Professional Online Course Development and Delivery

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### 2.1 The Content

The following should be implemented in order to have a successful online course:

- Lectures listed on a Content Module Tool (table of contents) page with links to lesson content.
- Clear learning objectives with learning outcomes for each module in the top textbox of each content page.
- Use of application activities such as case studies, journal writing, role playing, problem solving and class discussions which encourage active learning and keep students involved in the course.
- Flexibility in assignments and/or multiple means of content delivery and/or exchange, which is responsive to different learning preferences.
- Multimedia content such as, digital images, PowerPoint presentations, video clips, Flash applications, Breeze presentations and training modules are recommended sources in accompanying text content.

The elements of course design or structure and interaction between teacher and learner are key variables in distance education course content development. The greater the distance between the learner and the teacher, the more effort the learner must put forth in order to succeed. Refer to SUU's policies at: <http://www.suu.edu/pub/policies/pdf/PP636Course.pdf>

Greater interaction has occurred in the on-line courses than normally occurs in traditional classroom courses. This is partly due to students having less fear of participation and the need to interact in order to complete assignments designed to encourage serious review and discussion.

The majority of students have access to online courses at home or through university computers. In on-line course delivery, students have access to course materials in an environment and at a pace that they control during the semester. These courses now have the ability to be adapted to different learning styles.

On-line instructors should set and articulate clear and realistic time lines for responding to students and should adhere to them. Experience suggests that students should be told to expect feedback every 2-3 days; this is a basic time table which should be adjusted according to the level of complexity an assignment has. It is also wise to alert students when the instructor will be temporarily unavailable.

The course should use the electronic spectrum to the fullest extent possible. On-line faculty should possess skills in word processing and electronic communication at least equivalent to those identified in the computer literacy requirement for students. Use of other than electronic communication should be based on course content (i.e., where student performance must be literally hands-on, where coursework requires the manipulation of items or substances, etc.).

Examples of "courses" that are not acceptable can be found on page 13, as A1.8 of *Addendum 1-On-line Course Information*.

Every course should consider academic honesty. Refer to the student handbook, which is clear on what is expected of a college-level student, or visit SUU's Policy and Procedures section at: <http://www.suu.edu/pub/policies/>

Every course should address the needs of students with disabilities. If you have any questions concerning this, go to these sites for additional information: <http://www.suu.edu/faculty/wright/univ10001/ADA.html>, <http://www.suu.edu/pub/policies/>

#### 2.1.1 Course Content Guide

A department approved generic treatment of the subject matter where the goals and outcomes are clearly defined. Nothing in the Core Course Content Guide can be changed without departmental supervision. It is anticipated that changes will occur every 3-5 years. Consult the Addendum 5 regarding Updating Courses, pg. 17.

Once a course has been made and approved by the department, the course becomes the Template course. This means that as the need for additional sections occurs, the new section will use the Core Course Content set in the Template course. Faculty can not create an entirely new course because of material bias. It is expected that the core content may

be dressed with additional subject matter and syllabus to better accommodate the instructors teaching style. Creation of additional course sections will not be compensated.

Components of the Course Content Guide:

1. Course Number
2. Credit hours
3. Prerequisites
4. Mode of Delivery – It is expected that the Course Description, Institutional Mission and Goals, Course Goals and Expected Outcomes will remain the same regardless of the fact whether the course is taught face-to-face or facilitated via supported distance technology.
5. Course Description – This is the identical course description which is published in the SUU Student Catalog. Changes to said descriptions are subject to the review of the SUU’s Curriculum Committee.
6. Institutional Mission and Goals
7. Course Goals – These are the criteria that the department has decided upon for the course
8. Expected Outcomes – Anticipated results that are directly tied to the course goals.

### 2.1.2 Syllabus Recommendations

Syllabus – This is the guideline for students that explains the delivery of the content. Academic freedom applies to the methods and approaches chosen by the professor to deliver the fixed content with the syllabus.

Components of the Syllabus:

1. Method of Grading
2. Required Text, Materials, Software (file formats used), Computer Hardware, Additional Readings, and in some cases minimal internet connection (i.e. DSL +150kpbs./Broadband).
3. Assignments and Dates for Completion
4. Testing Method and Dates

Faculty may need to update or revise the syllabus every semester. Consult the Addendum 5 regarding Updating Courses, pg. 17.

## 2.2 Communication and Collaboration

The following are necessary for smooth communication while operating within an online course:

- Providing a variety of communication channels such as, e-mail, telephone, video, discussion forums and on-line conferences.
- Encouraging student-to-teacher and student-to-student interaction.
- Communication activities should be integrated into assignments, started early in the semester and a minimum bi-weekly communication.
- Using Netiquette.

Maintaining standards of academic quality is the responsibility of the academic departments, colleges and schools. Because of the innovation of the World Wide Web as a means of instruction, it is sometimes difficult to identify equivalences between the new and the more traditional mean of instruction.

There should be task submissions for students with substantial feedback on a regular basis, preferably weekly. On-line courses give students more options to schedule, or to procrastinate, their course work. To replace frequent class attendance as a means of pacing and motivation, experience has shown that regular and somewhat more frequent submission deadlines are effective. It is especially important to create an early assignment or message for the student to the instructor. The sooner students start course work, the more likely they are to finish. Instructional quizzes built into lessons or assignments offer one opportunity for integrated, immediate feedback.

Course design should include appropriate orientation about how the course is structured and how on-line tools work. Although students are arriving with more knowledge about navigating through cyberspace, they still need clear statements of expectations and strategies for success. To address this need, a course should have a clearly labeled set of instructions: a separate page called “Orientation,” “Start Here,” “Read Me,” etc.; a brief bit of streamed audio or video of the instructor welcoming students and providing a starting point; a face-to-face meeting on campus (though this can be a problem for students outside southern Utah), etc.

The on-line medium should be used for teaching and learning activities. A syllabus and a set of on-line tests do not constitute an online course. Since the usual image of a teacher is a person standing at the front of a classroom talking, it is natural to assume that is what teaching is. But teaching is not primarily a set of motor skills (standing or pacing and talking): what is the teacher talking about? All of that is in addition to presenting material (i.e. lecturing)! A wide range of teaching and learning actions can be incorporated into an on-line course.

Quality education can be achieved in on-line courses by following principles of good practice such as: developing courses and delivery systems which allow for frequent student-faculty contact and prompt feedback, using collaborative and active learning techniques, provide adequate time on task and synthesizing experiences, and having a respect for diverse talents and learning styles and communicating high expectations [Chickering, et. al.1987], [Education Commission, 1996].

In the communication between faculty and student, it is strongly recommended that “Netiquette” be used. Remember that acronyms are helpful to remember useful concepts. However, problems like the absence of nonverbal cues (inaccurate assumption, etc.) in e-mails have to be considered during composition.

### 2.3 Frequent Learning Assessments

The following helps students understand where they are throughout the course:

- Assessing on-line students often, which helps students evaluate and guide their own learning and can help instructors adjust to learners’ needs throughout the course.
- Tying assessments closely to objectives, which adds consistency and clarity to the course.

An on-line course should be based on the same learning outcomes and demand the same rigor as a traditional class. The identification of courses to be taught online, the semesters in which to offer them, and the assignment of instructors, all rest with the academic department.

Students should spend the same amount of time on an on-line course as they do for a campus face-to-face course. The rule of 15 clock hours of class time per credit hour should guide development of an on-line course. In addition, the well-established notion of spending two hours out of class for every hour in class means a student should spend a total of at least 45 hours in study for each credit hour earned.

Students’ participation in the discussion groups is one way the instructor may evaluate the student’s progress in the course. Other ways to evaluate the student are discussed below. (See Section 2.4 Below.)

### 2.4 Develop On-line Assignment Submission and Testing

Besides the use of chat and discussion groups to evaluate the student’s understanding, two major components can be used to evaluate a student’s understanding and progress in the course: portfolios and tests.

- Student assignment portfolios can be created through e-mail communications.
- On-line tests and quizzes generated via WebCT and Breeze training tools create convenience in grading and student progress.

**Student Portfolio.** E-mail applications can be used to create a directory and have students’ assignments automatically routed to the directory created for easy maintenance and review. To use this method, the instructor would also “reply” to the student once the assignment has been corrected.

However, since many students use a variety of different e-mail application software which may not be completely compatible with the instructor’s e-mail, instructors may receive illegible assignments, particularly with attachments.

Therefore, to avoid these potential problems and to automate as much as possible the submission of assignments, WebCT’s communication tools are recommended. The alternative is that both faculty and student have access to SUU’s e-mail system.

**Testing.** At SUU, WebCT’s quiz and testing functions have three potential advantages over paper testing: (1) It presents video and sound and other experiences not possible on paper; (2) It can be adaptive, selecting questions to match the student’s knowledge state; (3) It can be more efficient than paper testing; and (4) It can grade multiple choice,

true/false and fill in the blank tests. Essay questions can also be included in the test but are checked by the instructor. For further information about WebCT's abilities contact the IMIC.

Another online testing product is the quiz feature of Breeze Presentation. With its SCORM compliance your student's test results can be imported into WebCT's Grade management tool. For further information about Breeze's abilities contact the IMIC.

Procedures for submitting assignments and testing must be clearly explained to on-line learners. Some on-line courses offer options for students based upon system capabilities or preference. Issues with on-line testing honesty have been addressed by every university. SUU has obtained a license to the Turnitin anti-plagiarism service. Contact the IMIC regarding this service. Additional information can be found at: <http://www.suu.edu/pub/policies/>

Results of the project have demonstrated the on-line courses project to be successful. A viable procedure for transferring traditional courses to on-line can be summarized as follows: design and implement the individual courses within the framework of a "system," select courses which meet appropriate criteria, define and develop a presentation format for courses within a program, select user interface options and develop the student evaluation procedures.

## 2.5 Content developed for distance learning courses will comply with copyright law.

The following defines the legal requirements of an online course:

- Particular attention should be given to "Fair Use" laws and the TEACH Act.
- Be aware how to obtain permission for use and how to cite sources (see Addendum 3, pg. 15).

Ultimately, creating original work/content is preferred.

On-line faculty are responsible for identifying copyrighted materials used in their courses, citing that material appropriately and obtaining written permission to use it in the Web environment prior to course-work construction. Permission of use for materials must come from the media originator/copyright owner.

**Example 1.** Content that has a "use permit" from the author also requires a permit from the publisher and/or copyright holder.

**Example 2.** Images used (either illustrated or photographed) are not considered original work if recreated from another source. Images found on another Web site cannot be used under Fair Use.

The concept of Fair Use is still quite confusing. There are several myths of what constitutes as Fair Use. It is recommended that faculty and course designers consult the IMIC about Fair Use to ensure that SUU's legal guidelines are being followed. It is suggested that media in which can be used in a traditional face-to-face course most-likely cannot be used in a "hybrid" (traditional setting using Internet content)/"LMS," Internet or instructional television courses, i.e. WebCT/Breeze, EdNet.

On March 8, 2004, a policy was made to require that SCPS contracted faculty use the IMIC supplied Permission/copyright Release letter and form for all media used in SCPS courses. A copy of the memo can be found in Addendum 3 (pg.15). A sample of the Permission Release letter and form has been created and enclosed with this document (pages 25-26). Media that is used in courses without release documentation creates a breach of contract between SCPS and the contracted faculty. Media found by SCPS or the media originator will result in: 1) The removal of the media from the course; 2) Possible departmental faculty disciplinary action; 3) Full responsibility of any legal action on contracted faculty solely, and not upon SUU, SCPS, IMIC or any SCPS/IMIC staff members; 4) Breach of SCPS contract; and 5) Possible financial reimbursement/penalty.

Media that has a permission release should contain information on how the originator wants to be identified and/or cited/captioned, i.e. Photo by John Doe © 2002. or Illustration by Jane Doe, ACME Publications Inc., © 1974 All rights reserved. If this information is not supplied by the originator/copyright holder, consult the IMIC.

## 2.6 Technology considerations- Enhance learning using methodologies other than lecture; such as: multimedia, demonstrations, discussion groups and learning-by-doing.

The following considers the importance of variety that an on-line course may contain:

- Selection of media grows directly from course goals and pedagogical approaches.

- Makes use of course management, gradebook and communication tools available in the course management system.
  - Required tools: Syllabus, Content Module, IMIC Helpdesk hyperlink, and IMIC Evaluation hyperlink.
  - Optional tools: Breeze, assignment, mail, calendar, presentation, quiz/survey, CD-ROM and external web pages.
  - Technology requirements for equipment and file formats are communicated clearly.
  - Resources for support of required technology are conveniently accessible.
  - The skill levels required by students to use the technology are determined and communicated to students.
  - Considerations for selecting media include: cost of technology, time required to make it function, potential learning curve for students and Help Desk resources required.
  - Most importantly, be aware that the latest technology and applications may not be designed to meet the ADA/Section 508 compliance.

When possible and when supportive of course objectives, the course should draw on and incorporate some of the vast information resources available via the Web.

Many textbook publishers now host Web sites, and there are many databases, archives, “\*E-packs” and other information resources available. New resources appear and old ones change, so an instructor should review this point periodically after a course is developed. One way to identify possible resources is to make an annotated “Webliography” as an extra-credit assignment in either an on-line or traditional class.

Special efforts should be made to create and support a learning community among online students who may easily feel they are working in isolation. On-line discussion and chat are two obvious methods; group projects are also possible. Class discussion can function somewhat differently on-line than in the traditional classroom, because it is feasible to require every student to participate. The instructor can choose their role in discussion: deliberately directing it at every stage, setting the initial question and providing prompts, intervening only when necessary, or just turning the students loose.

Are there any courses which cannot be converted, at least to some degree, to on-line courses? No. Any course can be placed on the Web to some extent. The more difficult question for manufacturing education may be whether or not the lab assignments with demonstrations and hands-on equipment training can be conducted successfully. Many labs cannot be conducted without the availability of the necessary equipment. This should be an underlining consideration before developing the course.

1. Select courses which allow the assignments, including lab work, to be conducted online.
2. Select courses which are the most completely documented (i.e., existing lecture notes, presentations, assignments, quizzes and tests) or those that do not require a major redevelopment. To make the transition to online easiest, the documentation must exist in electronic form.
3. Select courses with the broadest interests, which includes those courses which are generally taken by students majoring in other disciplines. Select classes which would most likely appeal to students regardless of whether they need it for credit or to support their continuing education. Good candidates include existing continuing education programs/course (i.e., production management, inventory control, quality, etc.).
4. Select courses taught by those willing to implement them on-line. Those that have some basic computer and Internet skills can learn Web publishing quickly.

*\*Please note that E-packs are not recommended due to the requirements of course development and SUU ownership.*

## 2.7 Develop a course presentation format

- Transferring traditional curriculum to an on-line format is not impossible. Guides and publications are available to assist in the transformation process.
- Course content needs to be in IMIC approved Internet formats to ensure multi-platform accessibility.
- Consult the Human Computer Interface Design section.

In transferring classroom curriculum to an on-line format, faculty must determine the best way to present course materials in a medium usually different than previously experienced. The principles of good practice in teaching and learning need to be revisited. Also, the speed of the Internet and the capabilities of Web servers, browsers, editors and other tools are too dynamic to allow anyone the comfort of being certain about the potential (or lack) of this new medium.

The IMIC Web site has a list of resources and links to information for Course Designers in the development process. From WebCT regional conferences, of 2001 and 2002, two online publications focus on how to prepare traditional content to be transferred to the Internet medium; *WebCT Ordinal Web Delivery Organization Companion* [WOWDOC] and *ACT* [Analyze, Create and Teach a model]. They can be accessed online at: <http://www.isu.edu/itrc/handouts.shtml>. They were created by an affiliate WebCT group known as the Instructional Technology Resource Center [ITRC] at Idaho State University. The IMIC recommends you review these publications prior to online course development.

Course content and materials vary but may include on-line text, audio, slide show presentations and video for lecture, assigned reading from regular texts and laboratory assignments with helpful graphics, chat and discussion groups and evaluation sections.

As these major topic areas are defined for a course, a layout is formatted for each of the areas in the course delivery. Each area will then have a standard template or Web page created which can then be “instanced” (inserted with associatively to original so that if changes are required, the single original is all that will need to be changed) into the page or merged to that when a change is needed it can be done easily to the single source document and will not have to be changed on every page.

This standard format includes navigation links that allow students to move around the course or through other places on your web home page. A standardized format that includes navigation links at the top and bottom of each web page works well. At the course home page and at each of the major topic areas, the navigation links are available to the university home page for on-line courses and for navigating through the current course. Again, if any of these links change, then only a single source document will need to be modified rather than having to change every page that uses the links.

## 2.8 Course Evaluations:

Course evaluations for all on-line courses are only conducted by the on-line IMIC evaluation system. It includes:

- SUU's current campus-wide evaluation questions (see pg. 24).
- SCPS required evaluation questions
- Departmental specific questions may be requested by the Dean or Department Chair.

Every on-line course will be periodically reviewed by its departmental administration and the IMIC. Each course will be evaluated every semester by the IMIC to ensure quality consistent with the curriculum, currency, advancement of student-learning outcomes, Instructor performance, appropriate and educational effectiveness.

Evaluation reports will be e-mailed to the Instructor, Department Chair, and College Dean. Reports consist of Instructors overall performance (based on a scale of 1-5), total number of evaluations, and any student entered comments sorted by course number. Deans and Department Chairs can request additional details and information from the evaluation results.

Here are some samples of the Evaluation reports:

### ***To Instructors-***

Enclosed you will find the submitted results of last semester's evaluations for your Distance Education course(s). A copy has been sent to your Dean and Department Chair. If you have a response to include with your student rating and comments, submit them to your Dean and Department Chair.

Overall you received a rating of 3.77 on a 5 point scale for all of your course(s). This semester you have received 20 total evaluations.

If a written statement was included by a student in the evaluation, the comments submitted are sorted by course number below:

CPS 1010 - Thank you for the opportunity! Dr. Doe does a great job- best communication I've had with a distance ed course.

### ***To Dean and Department Chair-***

As a service to SUU, the IMIC has constructed an On-line evaluation system. This email is sent to you so that your Department/College can have a brief regarding instructor performance that was submitted by students. The IMIC has a detailed archive of each evaluation submitted. If additional evaluation details and or information is needed, please contact the IMIC.

Enclosed you will find the results of last semester's evaluations of the Distance Education course(s) that were submitted for Doe, Joe, one of the instructors in which you administer within your college.

Overall they have received a rating of 3.77 on a 5 point scale. This semester they have received 20 total evaluations.

If a written statement was included by a student in the evaluation, the comments submitted are sorted by course number below:

CPS 1010 - Thank you for the opportunity! Dr. Doe does a great job- best communication I've had with a distance ed course.

### 3.1 Clear organization and presentation of information

- Pages make use of accepted IMIC designs and templates
  - Arial, Helvetica or sans-serif type fonts for Titles and Headers.
  - Times, Times New Roman or serif type fonts for <Body> text.
  - IMIC designated or approved logos, banners and icons only.
- Information is well organized and structured to support scanning and locating important information:
  - 20% of available space is assigned to right and left margins.
  - Emphasizes the use of lists.
  - Systematic and appropriate use (but not overuse) of bolding, italics, colors, etc. to set off main ideas and important information.
  - All links follow the standard HTML blue/red/purple or SUU's red/black/grey coloring. Underlining is restricted to only such hyperlinks.
- The length of the page is no more than two screens long to limit vertical scrolling, and no horizontal scrolling on screen set at 800 X 600.
- The HTML page with images is no more that 47k in total file size.
- The course content cannot be restricted or have delayed access for students using a "Dial-up" internet connection unless clearly specified to the students via e-mail and course catalogs.
- Images must be in the following formats:
  - Line art, Vector or images using less than 215 colors must be in a GIF format and be interlaced.
  - Photographic, Raster or images using more than 215 colors must be in a JPG or JPEG format and be Progressive.
- Assignments:
  - Include clearly defined objectives, requirements and due dates.
  - Provide students with an opportunity to practice using the assignment tool, if applicable.
- Discussion topics:
  - Organization and number of discussion topics makes it easy for students to identify where discussion postings should be made.
  - Discussion topics are arranged in a logical sequence such as weekly or thematic threads.

Course content should be up-to-date at the beginning of the term with dates changed from term to term and links updated.

Because on-line courses are a unique form of publication, experienced on-line faculty agree that each course must reflect the highest professional standards, including careful attention to such fundamentals as spelling, grammar and mechanics. Even though access to courses is restricted to enrolled students, posting material to the World Wide Web is a form of publication which reflects not only on the individual faculty member, but also on the institution as a whole. Errors can be magnified and multiplied in the on-line environment.

On-line course developers have the opportunity to design powerful learning environments and improve the quality of learning, not just the quantity of instruction. Relatively simple technologies will be discussed in this paper which can be designed into on-line courses to encourage transformative learning processes which "empower students to new levels of learning." [Burge, et. al. 1993]

### 3.2 Consistent and easy to use Web site navigation

- Descriptive headings are supplied on each page.
- All links are up to date.
  - Links point to the intended location and are not broken.
  - Links to all material and content can be accessed within four clicks of the Home page. If more than four, contact IMIC. Access to all content can be done on one page using the Content Module Tool.
  - Links are verified by the Instructor before the start of each semester the course is offered.
- Course makes use of standard navigation bar, icons and links provided by the course management system and/or course template.

- The titles of links on the navigation bar are the same or close to the names given to icons linked to the same destinations on other pages (such as the home page) in the course. Titles are recommended to be less than 20 characters in length.
- Make it easy for students to connect to and return from links to external resources (e.g. makes use of pop-up windows or back button).
- Icons on the homepage are limited to those that point to lower level index pages, the course syllabus, and those that point to tools/documents that are frequently used by students (e.g. Calendar Tool, Communications Tools).

### **3.3 Aesthetically pleasing design and graphics- Content pages are designed to be easy to look at on the screen for an extended period of time.**

- Uses colors with high contrast between text (black text is optimal) and the required solid white background. Be aware that some students/ users may be visually impaired or have color blindness.
- Images are professional in nature, appropriate and serve a purpose to the content of the course.
- Reserves the use of graphics and media for situations where they add value to the content.
- Graphics are optimized to load quickly and have maximum resolution size 400 X 400 pixels, at 72dpi with a file size of no more than 50k on a stand-alone HTML page.
- The images' file size and HTML page file size are no more than 47k combined in the total file size.
- Images must be in the following formats:
  - Line art, Vector or images using less than 215 colors must be in a GIF format and be interlaced.
  - Photographic, Raster or images using more than 215 colors must be in a JPG or JPEG format and be Progressive.
  - For other formats consult IMIC.
- Image branding. All Internet courses are required to meet SCPS/IMIC branding templates and formats.

All on-line courses use the course image branding template (which includes navigation pathways and design standards) developed by the IMIC. It is in the students' best interest for all courses to be similarly structured and to follow the same navigation strategies—students should only have to learn one way in the web environment. The on-line team provides help and technical support to students enrolled in on-line courses and can be most effective when they are most familiar with all features of a course design. A memo regarding the first phase of SCPS image branding has been included in this document, Addendum 4 (pg. 16). All WebCT courses, after Spring 2005, will begin with the SCPS sanctioned shell.

## Addendum 1- On-line Course Information

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**A1.1 Course Location:** All courses developed and offered through the School of Continuing and Professional Studies must be online and 95% of its content in WebCT and accessed from the SUU LMS servers. Hyperlinks to external sources will not be considered as acceptable content.

**A1.1.2 Breeze (Live) Meeting Courses (Fall '05):** All courses and/or sections offered through the synchronous Breeze Meeting application, are required to be accessed by the student via a WebCT account with the same number. This is so that students will have an asynchronous means of communication and access to course materials and support. Students will be populated into the WebCT account during the same time as other Internet and LMS (course supplement) WebCT accounts are populated.

**A1.1.3 EdNet Courses (Fall '05):** All courses and/or sections offered through the EdNet system that has students attending via Breeze Meeting, are required to have a WebCT account with the same number. This is so that students will have an asynchronous means of communication and access to course materials and support. EdNet courses that do not have students attending via Breeze Meeting, are not required (though preferred) to have a WebCT account with the same number.

**A1.2 Incomplete/Temporary Grades:** Students must complete online courses within the semester registered for or work with the instructor for an Incomplete. In the policies and procedures documentation, from Distance Education, the following information has been included:

- **Time Limit:** Beginning May 1, 2004, students registered into on-line or hard-copy syllabus courses will be expected to complete the course(s) in the semester in which the course(s) is/are registered.
- **More Time:** If students have circumstances which they feel merits an incomplete for the semester grade, they (\*must) communicate their concerns/needs to the instructor. If the instructor is willing to give them more time, he/she can enter a T for temporary. On-campus professors will need to complete departmental paperwork to submit a "T" rather than a grade. (\*Students must complete the course in less than one year. Faculty are asked by the IMIC and IT administration to only extend time limits in special circumstances and not based on student tardiness and convenience.) \*Updated information as of 2/05.

**A1.3 Instructional Technology Learning Environments:** Work, content collection, and obtaining copyright permissions and clearance for course material used in WebCT is done by the Instructor, not the IMIC. All SUU (Online Campus) internet courses offered through SCPS must follow the policies found in this document. There are four types of course development contract scenarios.

- A. Independent Departmental:** All Internet courses created independently from SCPS or the Provost's on-line course development program. These courses are created by the instructor for their own departmental projects and programs. Courses in this category that plan to use **WebCT/Breeze are required to register with the IMIC** to obtain a WebCT shell. Since the IMIC is responsible for post-development (or active) support of all courses using WebCT/Breeze for SUU, these projects must comply with this document.
- B. SCPS/Provost Sponsored/Fast Track:** Courses developed through SCPS or the Provost's on-line course development program must contact the IMIC to initiate the course development contract (page 20 or 21). It should be expected that after content is gathered, an additional average of 200 hours will be spent in course creation into WebCT. This does not account for training, workshops, or one-on-one support that will be needed. Courses using this development program must adhere to the development window and conditions (see Addendum 6, pg. 18) for compensation and release.

There are two levels of development and IMIC support:

- **Advanced Level:** Course creation consists of a full development by the instructor. The IMIC will not be involved with the course creation. Instructors will need to have previous knowledge and experience working with WebCT and the IMIC. Since some technologies which could be used are too complex to have effective workshops or training by the IMIC, considerations can be made to the creation policy. Instructors that are found to not have the minimal skills required to effectively create an Advanced Level course contract will be defaulted to a Base Level contract.

(Fall '05) Instructors whom are new to SUU and have never built an online course with SCPS/IMIC, can only apply for a Base level contract.

- **Base Level/Fast Track:** Course creation is done by the instructor and IMIC development house. The Instructor is required to gather content, create a syllabus, obtain approved copyright permissions and clearance for all media that will be used. This material is then turned over to the IMIC in a digital format no later than 120 days before the fortnight before the semester in which it is offered. The IMIC will then build the course into WebCT to guarantee that the course meets the IMIC guidelines. (Fall '05) Instructors whom are new to SUU and have never built an online course with SCPS/IMIC, can only apply for a Base level contract. This level is also used for SCPS “Fast Track” courses and programs. “Fast Track” courses are constructed by the IMIC to ensure high-quality standards within a predetermined time frame.

- **Update Level:** Courses previously made will on average need to be updated every 3-5 years. Updates are to be done by the instructor and meet the current IMIC Best Practices. IMIC support is acute and minimal. Read Addendum 5 (pg. 17) regarding course updates and compensations. (Also see Course Update Contract, pg. 21)

- C. **EdNet LMS:** EdNet courses often make use of WebCT as a supplement so that students can access materials and handouts from the instructor. Since WebCT is only used as a supplement, instructors are not required to use all the tools and content that an on-line course needs. All that is required is the IMIC Helpdesk and Evaluation links. Since Image branding is a requirement for all SUU internet sites and courses, The IMIC will assist in this compliance. All material, media and content used in supplemental accounts will follow copyright law. (See Addendum 3, pg. 15.)
- D. **Face-to-Face LMS:** Traditional (Face-to-Face) courses like EdNet courses will make use of WebCT as a supplement so that students can access materials and handouts from the instructor. To obtain a WebCT account to supplement a course contact the IMIC Administrator or the Web Services Director. As a repeat- Since WebCT is only used as a supplement, instructors are not required to use all the tools and content that an on-line course needs. All that is required is the IMIC Helpdesk and (if Department Chair wants) a link to the IMIC evaluation system. Image branding will also be implemented to SUU courses using WebCT by the IMIC or Web Services. All material, media and content used in supplemental accounts will follow copyright law. (See Addendum 3, pg. 15.)
- E. **Breeze (Live) Meeting:** (Fall 05) Courses and/or sections offered through Breeze Meeting are required to have a WebCT account (See Addendum 1.1 & 1.1.2, pg. 11). Tools used so that students can access materials and handouts from the instructor are recommended. A direct link and icon to the Breeze meeting is required. WebCT will be used as a means for students to gain information and access to the Breeze session. Other means have been found to create student confusion and issues.

**A1.4 IMIC Staff/Teaching Assistants/Research Assistants:** If faculty and staff need assistance, trained students from the IMIC can be contracted out for services. Faculty who have Teaching/Research Assistants working in WebCT, are required to have their RA's/TA's participate in a WebCT orientation training by the IMIC every semester.

**A1.4.1 Faculty Center STA's:** (Fall 05) The Faculty Center Student Technology Assistants (STA's) are not to assist faculty under a development or update contract with the SCPS/IMIC. Faculty using STA's will be in breach of contract resulting in a reduction in or cancellation of developmental or update compensation.

**A1.5 Faculty Training:** One of the purposes of the IMIC is to empower faculty so that courses can be developed independently. Workshops will be offered upon faculty or group requests. The IMIC has created the “Info Depot” resource and virtual workshop/tutorial web pages for faculty convenience and after hours support. This can be found at the IMIC website at: <http://www.suu.edu/scps/imic/>. Again, there are some technologies which could be used are too complex to have effective workshops or training by the IMIC, considerations can be made to the contract level support limits.

**A1.6 Supported Development Software:** Recommended software for Course Production- The following software is what the IMIC and/or cooperative entities will support with online training/workshops for course development:

- WebCT- online course application
- Photoshop- Image development application
- ImageReady- Internet/image development application (packaged with Photoshop)
- Dreamweaver- Web site/page, HTML processor
- Adobe Acrobat- PDF generator
- PowerPoint- Slideshow presentation application
- Breeze- Converts PPT files into Flash delivery format.
- Captivate- Creates Flash formatted screen captures.

**A1.7 Course Activity:** WebCT courses will be archived and deleted from the WebCT, Breeze and Real Media servers if content or course is not used in contracted semesters. Every semester, all WebCT courses have to be registered at: <http://www.suu.edu/it/webdev/webct/regcourses.asp>. If instructors fail to register their courses, the courses will be removed from the server.

**A1.8 Not Accepted Course Types:** To clarify what an on-line course is, here are examples of what is *not* acceptable and will result in a breach of the employee's contract:

- E-mail only correspondence- sending of a syllabus and exchanging work assignments. (Why: "Accreditation.")
- Building-While-Teaching a course. (Why: A course *must* pass IMIC quality control process before it can be offered)
- SCPS course section numbers used as a loophole for faculty overload or as an alternative of independent study sections. (Why: Internet courses must meet the IMIC standards that constitute the requirements of an on-line course.)
- A syllabus and a set of on-line tests. (Why: Course is incomplete, where is the content?)
- Independent Study or "section 103" courses converted to have an on-line section designation.
- Courses that do not follow the developmental guidelines found in Addendum 6, pg. 18.
- "Courses" designed to cheat the system or use improper channels to save time and collect "easy money."
- Courses that use E-packs in which hyperlink to content hosted on a Non-SUU LMS server (WebCT) that belongs to a publisher. (Why: Online Campus courses are owned by SUU. Also see Addendum 1.1.,pg. 11)

**A1.9 Multiple On-line Sections:** If an additional course section is needed to fill the student enrollment demands, read the following required situations.

- Multiple sections of the original course taught by the same instructor will use the original WebCT account. Students enrolled in different sections can be identified by using the Section column (in the Student Manager found in WebCT).
- Sections taught by different instructors will be a duplicate of the template course known as the "Pilot" section. This means that as the need for additional sections occurs, the new section will use the Core Course Content set in the pilot course. Faculty can not create an entirely new course because of material bias. It is expected that the core content may be dressed with additional subject matter and syllabus to better accommodate the instructors teaching style. Creation of additional course sections will not be compensated. A Pilot course is the first online course created through the IMIC or identified Department Chair approved section for that course number.
- Multiple sections of online courses using (the same) course number must be use the College/Departmental approved pilot course.

## Addendum 2- Troubleshooting Information

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To assist faculty involved with the process of course development to teaching within the on-line environment, the following “Point of Contact” information has been compiled.

1. Students needing financial assistance for SCPS courses and programs need to be directed to the SUU Financial Aid Office. For questions you can contact Paul Morris at: [morris@suu.edu](mailto:morris@suu.edu).
2. Registration for SCPS courses and programs such as:
  - Undergraduate & Graduate courses are performed through the Registrar’s Office.
  - EESL/ESL 6000 level must be admitted to the SUU Master’s of Education Program. See the online Master’s Admission Form at <https://secure.suu.edu/ss/admissions/forms/MastersApplication.html>, or contact September Lutterman at [lutterman@suu.edu](mailto:lutterman@suu.edu) or at (435)865-8383.
  - District Sponsored/Cohort/Graduate 5000 level are registered through Distance Education at: <http://www.suu.edu/scps/distance/k12.html>. For registration issues and problems you can contact Martha Minnick at: [minnick@suu.edu](mailto:minnick@suu.edu) or toll free at: 1-888-874-2202; locally at (435)586-7850.
3. WebCT access and log in information can be obtained at: <http://webct.suu.edu>. For technical problems and errors with WebCT, visit: <http://www.suu.edu/scps/help.html> or contact the IMIC HelpDesk via e-mailed at: [imic@suu.edu](mailto:imic@suu.edu), or phone: (435)586-1994.
4. For testing arrangements the SUU Student Success Center can be contacted at (435)586-5419.
5. Pre-course development consultations are available by appointment with Karl Stevens. He can be contacted at (435)586-5481 or via email: [stevens@suu.edu](mailto:stevens@suu.edu).
6. For instructional technology consultations and course development issues, contact the IMIC by e-mail or phone at: [imic@suu.edu](mailto:imic@suu.edu) or (435)586-1994.
7. Assistance for digital projects and facilities not of SCPS courses and programs, the Faculty Center and the Idea Lab is available. Contact Karen Beddoes at [beddoes@suu.edu](mailto:beddoes@suu.edu) or (435)865-8172 for more information.

### Addendum 3- Copyright and “Fair Use”

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*On March 8, 2004, the Copyright and “Fair Use” memo was sent to SCPS contract faculty. This memo was approved and is currently supported by the SUU Provost, Legal Counsel, SCPS Dean and the IMIC as an addition to existing policies and contracts between SCPS and SCPS contracted faculty. Additional information about this topic can be found in Section 2.5 (pg. 5)*

This is to inform you that as of March 8, 2004, all video, audio, images, and other media used in the School of Continuing & Professional Studies [SCPS] sponsored courses (i.e. EdNet/ITV, WebCT, Breeze, etc.) are required to meet SCPS Copyright and Fair Use standards. This action is retroactive with previous, current and future SCPS contracts.

SCPS contractees must have Permission Release negotiations begun within 30 days. Each course will be reviewed to ensure media content meets SCPS Copyright and Fair Use standards. Failure to meet those standards will require exclusion of media from the course, resulting in a breach of the Supplemental and Overload Compensation Authorization for Salaried Personnel and IMIC Course Development Contract/Course Update Contract.

Furthermore, SCPS must have copies of the accepted and signed Permission Release form(s). A copy of the Cover Letter and Permission Release has been included in the enclosed document; *Best Practice Recommendations for On-line Course Development & Delivery*, pages 23-24).

These documents have been created to cover all types of educational environments here at SUU.

In the Cover Letter, three types of environments described and how media may be used in each one. This letter cover gives the publisher/originator the choice to accept or deny the request, describes what teaching environment the media can be used in and provides an opportunity to list any conditions, if any are required. The letter should be returned with the response of the publisher/originator back to you. The Permission Release form gives the publisher/originator more details of who is using what media and a precise description. In cases of imagery, it is necessary to attach a photocopy of the image(s) to the Permission Release Form.

Here is a scenario:

Dr. Doe will be teaching two sections of Geology 1010 this Summer. One course is a traditional or “Face-to-Face” course environment and the other will be offered online through SCPS. Since Dr. Doe has taught the traditional course for several years, he has accumulated lots of content ranging from photos to VHS tapes. Conversion of text content into WebCT transfers seamlessly.

Dr. Doe would like to use textbook photos and clips from VHS tapes in the on-line course he is creating. He has previously collected permission releases from his textbook and video publishers, but these releases were originally for “educational use” in his traditional course. Therefore, as stated in the U.S. Copyright and “Fair Use” Laws, this media cannot be used on-line course because it is reproducing the original media into a different media format.

*In this scenario Fair Use does not apply to something that has to be converted, or digitized, for distribution. Under the Fair Use provision certain materials can be used only if the process of obtaining copyright/permission release is enacted before distribution.*

So Dr. Doe contacts the publishers/originators of the media with a Cover Letter, two copies of the Permission Release Form and (if needed) a photocopy of each image. (This is to assist the publisher in identifying the image quickly.)

In this scenario, the publisher grants permission to use an image in both the traditional and online environment.

However, the condition of the image in an online environment is that it must be on a limited access server (like WebCT) and that a credit, copyright caption is next to the image. Not a problem. Dr. Doe then photocopies the returned Cover Letter, Permission Release Form and image and sends it to SCPS. The originals are then retained in Dr. Doe’s files. (Some College/Department Administration may require additional copies for their records.)

If you have any questions or need help regarding SCPS Copyright and Fair Use, please call [Ean Harker] or e-mail at: (435)586-1994 or [imic@suu.edu](mailto:imic@suu.edu).

These requirements have been designed to ensure that SUU, SCPS and faculty are free from possible legal action. SCPS values your expertise, integrity and devotion to education. “An ounce of prevention is worth more than a pound of cure” holds true to this action.

## Addendum 4- SCPS Image Branding

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### WebCT Welcome Pages

*On May 14, 2004, the following memo was sent to SCPS contracted faculty regarding phase one of SCPS image branding of courses.*

With increased student requests for additional information prior to registration of SCPS courses, the IMIC will be utilizing the Welcome page feature in WebCT. It has also been decided that in order to give online courses a high quality appearance which will tie into the overall image of SUU, and provide students with a strong connection to the University, we will be implementing a common design to all SCPS courses in WebCT. The Welcome page will be created by IMIC staff and will in no way effect your content. The purpose of this memo is to inform you that this update will be taking place.

The IMIC is in the process of creating a better online course catalog which will be allowed access to the Welcome page by anyone interested in your course. This Welcome page will have vital elements for students such as, a course description, a method of grading, a list of required text, a link for registration and a link to contact the IMIC for any technical assistance and other information.

We will also be adding a course-specific banner and an SCPS logo at the top of the Welcome page. To the left margin we'll have a link to the SUU Bookstore for easy access to the required texts of your course. This will ensure that students are well informed about the class prior to registration, as well as give them an opportunity to search through the current available WebCT courses.

After the Welcome pages have been completed, we will be implementing standardized banners ("Brand Recognition") in all the WebCT courses. Again, this process will not alter your content.

Uniform templates of the home page will be created to add a course banner, a student help link and evaluation link. New courses created will have these items included prior to public release.

The purpose of the IMIC is to assist faculty using WebCT and meet the upcoming online course standards and requirements. Be assured that content in the Web course will not change, only appearance and in some cases delivery methods, if needed, may change.

### WebCT Banners and Iconization

As of Spring 2005, The IMIC will be using the authorized banners and icons for all WebCT courses. As a mandate by the Provost's Office, work by the IMIC to exchange these icons in all courses has begun. Each course will be accessed and receive a banner containing a course name, number and College association. If the SUU issued icons do not contain a proper name or image needed, the IMIC can customize one.

### Qualifications for Course Update Compensation

Courses previously made will on average need to be updated every 3-5 years. Updates are to be done by the instructor and meet the current version of this document. This information has been gathered to clarify what course update activities are and are not accepted for compensation.

What is accepted for compensation on a cycle of not less than a two year period since the most recent IMIC Course Development Contract or IMIC Course Update Contract approval date:

- **Extensive** replacement of College/Department Core Course Content text.

What is not accepted for compensation:

- Semester revisions to the Instructor syllabus
- Change of the textbook edition and/or e-pack by instructor or publisher
- Course Instructor change
- Creation of additional course section
- Updating Hyperlinks
- Semester maintenance
- Test bank updates

### T-140 to Launch

Course Designers and Departments intending to create an on-line course must follow these steps prior to the semester that the course is offered:

- **140** days before the intended semester it is offered is the last day to deliver the IMIC *Contract for Development of On-line Courses* to the IMIC.
- **130** days before the intended semester it is offered is the last day to request a WebCT account (shell) from the IMIC and to begin development.
- **120** days before the intended semester it is offered is the last day to turn in content to the IMIC for Basic Level development contracts.

Materials and content turned in after these deadlines (depending on amount) may or may not be accepted. The IMIC development services are scheduled to assist several instructors at the same time but under a “first come first serve” (FCFS) order. Delays in receiving content will result in the loss of FCFS course development status and may result in cancellation of the course being offered.

*\*Note: It takes an average of 200 hours to develop a course once the content is delivered to the IMIC.*

- **80-70** days prior all courses in the development process will be checked for status. Courses not nearing completion run the risk of development/compensation level reduction and or cancellation until the following semester.
- **60** days before the semester a non-Basic and Update Level course is intended to be offered it must be completed. Delays will result in the cancellation of the course for that semester.

During the 60-31 day countdown period the IMIC will perform the quality control process and compare the course to the IMIC Best Practices. See Addendum 7 for a sample and explanation of the Preflight Checklist.

The IMIC will cease all development services on the 30<sup>th</sup> countdown day. This period is reserved for staff support preparation for the upcoming semester.

### Online Course Preflight Checklist

As of July 29, 2005, the following online course preflight checklist has been put into place to simplify the recommendations and standards found in the *IMIC Best Practice Recommendations for Online Course Development and Delivery*. The IMIC will use this checklist 60 days before a course's offered semester. This list was created to identify all technical issues that will result in the student need of IMIC HelpDesk services.

After the 60 day launch window is closed all course development should be ceased to guarantee an accurate preflight checkup. If an issue is found, the IMIC will contact the Course Developer to correct it within a mandatory period of time.

The items looked at for final review:

1. Image branding missing or use of banners and icons other than the approved SUU banner, icons and sanctioned page colors. (See Addendum 4, pg. 16)
2. Local content (on SUU WebCT server) is not accessible within 4 (mouse) clicks from the MyWebCT page. (See Section 3.2, pg. 4)
3. File names for content- *[This could result in a #4]*
  - a. contain spaces *[i.e. an image named "Bob at river.jpg" must be named "bobatriver.jpg" to remove spaces. Links will display as not found if spaces are contained within file names.]*
  - b. contain non-alphanumeric (unusual) characters *[note: Within HTML and other internet languages, the use of non-alphanumeric characters can create issues, because these characters represent other code indications. For example don't ever use a &, %, \$, #, @ or anything else in your file name.]*
4. Hyperlinks to content do not work *[This is where a student would click on a link to a "Content cannot be found" or "This page does not exist" prompt.]*
5. File sizes are more than 47k to meet Dial-up protocols. (See Section 3.1, pg. 9) *[a 47k file will take close to 2 seconds for the typical 28.8 dial-up modem connection, imagine how long a 12MB PDF file would take a student to download.]*
6. Syllabus does not inform student of required software, applications and web browser plug-ins that are needed to access course content. (See Sections 2.1.2, pg. 3, and 2.6, pg. 5)
7. IMIC support or WebCT HelpDesk support icon missing or altered. (See Section 2.6, pg. 5; Addendum 4.2, pg. 16)
  - a. IMIC Course Evaluation icon missing or altered. (See Section 2.6, pg.5; Section 2.8, pg. 8; Addendum 4.2, pg 16.)
8. Content is not cross-platform accessible (or not in HTML format). Content can only be viewed after download and opened in a non-browser application by student. (i.e.- MS Word, Powerpoint, Excel, and others.) (See Sections 2.1.2, pg. 3; 3, pg. 9) *[May not be an issue if # 6 is exercised.]*
9. Streaming video, audio or other like formats of multimedia, is found in the WebCT course account. *[SUU has dedicated servers that hosts these items. We want to have rich media content but only linked from WebCT to the SUU media servers. For queries contact the IMIC.]*
10. Real Media files are required to have 2 links
  - a. direct link (to rstp server address for .rm files)
  - b. indirect alternate link (a shortcut to a WebCT redirection file .ram)*[A prerequisite of this is having RealMedia video streams, i.e. #9]*

11. Copyright compliance issue- (See Section 2.5, pg. 5; Addendum 3, pg. 15)
  - a. Image(s) need caption *[photo/image by \_\_\_\_, © 200?]*
  - b. Permission release copy NOT on file at the IMIC.  
*[negligence will not protect you in a court of law]*
  
12. Course content needs to be approved by the Dean and Department Chair of the course designer.  
*[This one is simple, your administrators will have access to your course. All they need to do is send the IMIC an email of approval.]*
  
13. Other technical issues unique to course found:  
*[This is a “just in case” there is a unique issue that is or is not addressed yet in the Best Practices guide. Technology will allways be changing, and we want to account for that.]*

A explanation for each of these items can be found in the IMIC Best Practices guide. For further information contact the IMIC at: [imic@suu.edu](mailto:imic@suu.edu) or call 586.1994.

## References

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*WSU Online Guidelines for Good Practice*- <http://wsuonline.weber.edu/factraining/unit1/section1/guidelines.PDF>  
*An Online Course Development Procedure*- <http://departments.weber.edu/mmet/OnlineCDP.htm>

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Barr, R.B., and J. Tagg, (1995), "From Teaching to Learning - A New Paradigm for Undergraduate Education," *Change*, November/December, pp. 13-25.  
Boyd, R., and J. Apps, (1980), *Redefining the Discipline of Adult Education*, Josey-Bass, San Francisco.  
Burge, L., and M. Haughey, (1993), "Transformative Learning in Reflective Practice," *Reforming Open and Distance Education: Critical Reflections from Practice*, Kogan Page, London.  
Deming, W.E., (1982), *Out of the Crisis*, Massachusetts Institute of Technology CAES, Massachusetts.  
Education Commission of the States and Gov. R. Romer, (1996), "What Research Says About Improving Undergraduate Education - Twelve Attributes of Good Practice," adapted from "Making Quality Count" report, *AAHE Bulletin*, April, pp. 5-8.  
Moore, M. G. and G. Kearsley, (1996), *Distance Education: A Systems View*, Wadsworth Publishing Company, California.

## Online References:

The Comprehensive Distance Education List of Resources (University of Illinois) HREF= <http://talon.extramural.uiuc.edu/ramage/disted.html>  
Design Principles and Pedagogy (University of Washington) HREF= <http://weber.u.washington.edu/~rells/workshops/design/index.html>  
Distance Education Resources (New Brunswick) HREF= <http://tenb.mta.ca/teleedds/>  
Global Network Academy HREF= <http://www.gnacademy.org:8001/uu-gna/index.html>  
Manufacturing Simulation Home Page HREF= <http://mmet.weber.edu:8080/course.mfet.460/>  
Russell, T. L., (1997), *The "No Significant Difference Phenomenon"*, Fourth Edition, NB TeleEducation, New Brunswick. Accessed at <http://tenb.mta.ca/phenom/>  
A School's Guide to Getting Online HREF= [http://la.saic.com/online\\_guide.html](http://la.saic.com/online_guide.html)  
Total Quality Management Course Start Page HREF= <http://wsuonline.weber.edu/course.mfet.355/>  
Department of Education, National Center for Education Statistics, "The Condition of Education," (1996), Recent College Graduates Survey for 1977-90 graduates and 1993 Baccalaureate and Beyond Longitudinal Study, First Follow-up (B&B:93/94). <http://nces.ed.gov/pubsold/ce96/c9611a01.html>  
Virtual Campus HREF= <http://www.faytech.cc.nc.us/infodesk/vcampus/vcampus.html>  
Weber State University's 'WSU Online' <http://wsuonline.weber.edu/>  
Web Course in a Box HREF= <http://www.madduck.com/wcbinfo/wcb.html>  
Web-Based Training Information Center HREF= <http://www.filename.com/wbt/private/resources.htm>  
Western Governors University Home Page <http://www.westgov.org/smart/vu/vu.html>  
The World Lecture Hall HREF= <http://www.utexas.edu/world/lecture/>





**Note:** This is a copy of the On-line Evaluation form previously used by the IMIC for Distance Education courses. Sections I, II, and IV, are the same questions used by SUU's scantron system. Section III, is only for use with SUU Distance Education courses and will only be seen by DE course students. Questions will be the same until the Faculty Evaluation Committee changes them.

**Southern Utah University - Online**  
STUDENT EVALUATION OF INSTRUCTION

Name of Instructor	
Name of Course	Section#

**I. Instructor Evaluation** - Fill in the numbered box that corresponds to your level of agreement with each statement.

5= Strongly Agree, 4= Agree, 3= Undecided (neither agree nor disagree), 2= Disagree, 1= Strongly Disagree

	5	4	3	2	1
1. Course objectives were clearly defined. . . . .	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Grading and evaluation system were clearly stated. . . . .	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Tests/evaluations were based on materials presented or assigned in the course. . . . .	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Instructor gave feedback about assignments. . . . .	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Instructor promoted an effective learning atmosphere with well organized presentation/activities/discussions. . . . .	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Instructor used examples or demonstrated applications of subject matter. . . . .	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Instructor provided individual help when requested. . . . .	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Instructor showed respect for students' questions and opinions. . . . .	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The lessons were of manageable size. . . . .	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. This course was useful in helping me acquire new knowledge, skills, or abilities. . . . .	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. This course was challenging to me. . . . .	11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Instructor responded to communications in a timely fashion. . . . .	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Overall, the instructor demonstrated effective teaching. . . . .	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**II. Information About Students** - Fill in the box that corresponds to your personal situation.

- 14. This course fills a requirement in:  Major  Minor  General Education  Certification  Elective
- 15. My class standing is:  Graduate  Senior  General Education  Sophomore  Freshman
- 16. I attended this class:  Always  Frequently  Occasionally  Infrequently  Rarely
- 17. I completed assignments and prepared for class discussions.  
 Always  Frequently  Occasionally  Infrequently  Rarely
- 18. My overall GPA is:  A  B  C  D  F
- 19. My expected grade in this class is:  A  B  C  D  F
- 20. Number of terms attended at SUU:  5 or more  4  3  2  1

**III. Distance Education Evaluation**

	Yes	No	
21. Are you a matriculated SUU student? . . . . .	21	<input type="checkbox"/>	<input type="checkbox"/>
22. Have you taken an Independent Study or inservice course before? . . . . .	22	<input type="checkbox"/>	<input type="checkbox"/>
23. Did you study with others? . . . . .	23	<input type="checkbox"/>	<input type="checkbox"/>
24. Did you discuss the work with classmates? . . . . .	24	<input type="checkbox"/>	<input type="checkbox"/>
25. Have you attended classes on campus? . . . . .	25	<input type="checkbox"/>	<input type="checkbox"/>
26. Is the course related to your work? . . . . .	26	<input type="checkbox"/>	<input type="checkbox"/>
27. Does your workplace pay for the course? . . . . .	27	<input type="checkbox"/>	<input type="checkbox"/>
28. Does the company give you time to study if you need it? . . . . .	28	<input type="checkbox"/>	<input type="checkbox"/>
29. Does your employer offer advice in your academic pursuits for this class? . . . . .	29	<input type="checkbox"/>	<input type="checkbox"/>
30. Encouragement to attend. . . . .	30	<input type="checkbox"/>	<input type="checkbox"/>
31. Content information. . . . .	31	<input type="checkbox"/>	<input type="checkbox"/>
32. Has your employer provided information on classes or about this class? . . . . .	32	<input type="checkbox"/>	<input type="checkbox"/>
33. Does your family value your goal of taking higher education courses? . . . . .	33	<input type="checkbox"/>	<input type="checkbox"/>
34. How far do you live from campus in minutes? . . . . .	34	<input type="checkbox"/>	<input type="checkbox"/>
35. Did you turn in an assignment within the first two weeks of class? . . . . .	35	<input type="checkbox"/>	<input type="checkbox"/>
36. Did you submit assignments in a timely fashion? . . . . .	36	<input type="checkbox"/>	<input type="checkbox"/>
37. Are you a concurrent enrollment high school student? . . . . .	37	<input type="checkbox"/>	<input type="checkbox"/>

**IV. Please use this section to write any comments you wish to make. (If printing, write on back.)**

Southern Utah University  
c/o \_\_\_\_\_  
351 West Center Street  
Cedar City, UT 84720

ph# (435)\_\_\_\_ - \_\_\_\_  
fax# (435)\_\_\_\_ - \_\_\_\_  
email: \_\_\_\_\_@suu.edu

\_\_\_\_\_, 2004

Dear Sir/Madam/Publisher:

I am requesting permission to use the listed item(s) on the enclosed permission forms. This media be used in Traditional course/EdNet (ITV)/Internet course(s).

Applications of the media vary from the course type. In the Traditional course setting media is shared by using overhead projectors, printed/photocopied handouts, television/digital display, and etc.

The EdNet (ITV) course type uses the traditional methods but includes the use of a closed television network from a studio classroom to another studio classroom. Media in this setting is displayed to the students on a television monitor. Printed media can be delivered to the students through a studio proxy, mail, or via email.

In the Internet setting, the media would be used in either WebCT and/or Macromedia Breeze applications and servers. Thus, your media would have a limited (student) audience. Both WebCT and Breeze require students and myself to have usernames and passwords to access the materials and content over the internet. This security feature also controls who has access to the content. Another feature that these products has is that a time window can be created to limit the students access to the media material.

Enclosed with this letter are two Permission Forms, and a list or photocopy of the media material requested. If you will grant permission for us to use this material, please fill out the forms, check the appropriate boxes (below), sign, and return one Permission Form plus this letter back to me. Please keep one filled out copy for your records. If there are any conditions that you require in addition to our permission release, please attach and send them back to me with this letter and a permission form. I have supplied a mail address (above) for you to send this information back to me. In order for us to use your contribution I am required by my University to have these forms with an original signature filed in my records. This is to ensure that I have met University guidelines and satisfied the recently updated copyright laws.

If you choose to deny permission for use of your material; check the "permission denied" box below and please return this letter with the enclosures back to me. I would like to have your response by the \_\_\_\_\_, 2004 to ensure that your contribution will be included. Thank you for your time.

Sincerely,

---

Permission granted as per request <input type="checkbox"/>	Permission denied <input type="checkbox"/>
Acceptable course environments:	Traditional <input type="checkbox"/> EdNet/ITV <input type="checkbox"/> Internet (WebCT/Breeze) <input type="checkbox"/>

Conditions if any:

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Signature	Title	Date
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## Media Use Permission Form

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The Undersigned hereby grant(s) permission to \_\_\_\_\_ (hereinafter referred to as the "Course Designer"), located at 351 West Center Street, Cedar City, Utah, 84720, and to the Course Designer's successors of the course and assigns, to use the material specified in this Permission Form for the following media product \_\_\_\_\_ for use by Southern Utah University specifically for educational use in \_\_\_\_\_, titled as \_\_\_\_\_.

This course is offered by the Department/Division of \_\_\_\_\_.

This permission is for the following media/material:

Nature of media \_\_\_\_\_

Source/URL Address \_\_\_\_\_

Exact description of media, including page numbers \_\_\_\_\_

If published, date of publication \_\_\_\_\_

Publisher (Print/Digital) \_\_\_\_\_

Author(s)/Illustrator/Photographer \_\_\_\_\_

This media may be used for the course named above and in any future revisions, derivations, editions or sections thereof, including nonexclusive world rights in all languages.

It is understood that the grant of this permission shall in no way restrict republication of the material by the Undersigned or others authorized by the Undersigned.

If specified here, the material shall be accompanied on publication by a copyright notice as follows \_\_\_\_\_

\_\_\_\_\_ and a credit line as follows \_\_\_\_\_.

Other provisions, if any:

\_\_\_\_\_ If specified here, the requested rights are not controlled in their entirety by the Undersigned and the following owners must be contacted: \_\_\_\_\_

One copy of this Permission Form shall be returned to the Designer and one copy shall be retained by the Undersigned.

\_\_\_\_\_  
Course Developer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Authorized Signatory

\_\_\_\_\_  
Date

\_\_\_\_\_  
Authorized Signatory

\_\_\_\_\_  
Date